

St. Paul's C/E Infant School, Tongham

We believe that people learn in different ways. At St Paul's we provide rich and varied environments and support allowing individuals to develop their skills and abilities to their full potential.

The words of St Paul inspire our 3 core values:-

- Compassion
- Courage
- Community

"Continue strong in the faith. Have courage and be strong. Do everything in love"
(The first letter of St Paul to the Corinthians)

Our core values help us to make decisions and focus and shape provision and the future of St Paul's School, Tongham.

Aims (What we want to achieve for the children who attend our school)

We aim to:

- Enable children to become healthy, confident, resilient, independent and happy;
- Enable children to be self assured and eager to learn;
- Develop children's self-esteem and help them build positive relationships with other people;
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others; Showing and encouraging respect and tolerance for all cultures and people;
- Teach and promote Christian Values and a love of God;
- Enable children and families to understand their community, help them feel valued as part of this community and contribute to it;
- Help children grow into polite, honest and responsible citizens;
- Help children to be proud of their achievements, have realistic expectations of themselves and be successful in all that they do;
- Develop children's ability to express their feelings in a controlled way;
- Work with parents as partners in their child's learning;
- Identify any possible barriers to learning and work to remove those barriers.

Our Ethos (What our school should feel and look like)

At St Paul's we expect there to be a happy, caring and purposeful atmosphere where people are kind, polite and tolerant. The staff work hard to provide enjoyable, challenging and clearly structured learning tasks and consequently the children are expected to listen carefully, respond positively and work to the best of their ability. We are committed to supporting children and their families. We pride ourselves on our inclusivity and knowledge of every child as an individual. We place a strong emphasis upon helping others, sharing skills and caring for our environment, both inside and around school as well as in the outside world.

Our beliefs (beliefs that extend and enhance our values and underpin what we do)

- Inclusion
- Inspiration/aspiration
- Challenge to be the best
- All children and families are special and individual
- Where a family or child needs additional support this should be provided in a timely manner
- We must be prepared to "fight" for services for those in need
- Nurture and care
- Resilience
- Children and their families are entitled to the best possible education
- Community

What makes us special as a church school?

As a church school we fully embrace the Church of England Vision for Education “Deeply Christian, Serving the Common Good”.

We are committed to the promise by Jesus of “Life in all its fullness” developing a love of God and His world, as well as a care for others and ourselves. We celebrate and promote our close links with our parish church and our local community.

Our values and beliefs reflect the Church of England Vision:-

- Compassion(Educating for Dignity and Respect)
- Courage (Educating for Hope and Aspiration)
- Community (Educating for Community and Living Well Together)
- Inclusion (Educating for Dignity and Respect)
- Inspiration/aspiration (Educating for Hope and Aspiration)
- Challenge to be the best (Educating for Wisdom, Knowledge and Skills/ Educating for Dignity and Respect)
- All children and families are special and individual (Educating for Dignity and Respect)
- Where a family or child needs additional support this should be provided in a timely manner (Educating for Dignity and Respect)
- We must be prepared to “fight” for services for those in need (Educating for Dignity and Respect)
- Caring (Educating for Community and Living Well Together)
- Build resilience(Educating for Hope and Aspiration)
- Children and their families are entitled to the best possible education (Education for Wisdom, Knowledge and Skills)

St Paul’s – Compassion, Courage, Community

The History of the School

The original village school was next to the church. As the accommodation proved inadequate, a new building was opened on The Cardinals during the 1950’s. St. Paul’s C/E Infant School now offers a ninety place infant school educating children aged from four to seven years of age. On site we also have a fifty six place Daycare unit, run by our partners Nurturing Childcare Ltd, providing early years education and full daycare for children aged 2+. They also offer Breakfast Club and After School Childcare provision.

As this is still very much a village school with strong ties to the local community, we host and attend various activities each year in the village. We generally attend church once a term.

School organisation

The children are organised into three single age class groups:

Beech Class – Reception;

Rowan Class - Year 1;

Elm class - Year 2.

As this is a small school, each child is known to all members of the staff.

In addition to the class teachers, we are able to provide extra teaching support and teaching assistants throughout the school.

We try to involve all the children in the running of the school by giving them a variety of small tasks for which they are responsible, we believe that this helps them towards the independence they all need.

We believe that good communication is vital. We hold regular information sessions, providing information about curriculum issues. We hold parent consultations each term, when parents may discuss their children and their progress with teachers privately. Teachers send out class information weekly via our Google Classroom. Additionally, we encourage parents to ask questions as they arise.

School Times

Teaching starts promptly at 9am. Children enter school anytime between 8.50 and 8.58am. Parents say goodbye to their children in the playground.

At the end of the school day, parents collect from the playground between 3 and 3.05pm. Children going to the After School Club for childcare are taken to the Daycare unit.

Term Dates

As a local authority school, we follow Surrey term dates. In addition local authority schools must set 5 In Service Training (InSeT) Days. We notify parents of these as soon as possible

Attendance

At St Paul's we believe that good attendance is essential as evidence shows that there is a clear link between attendance and achievement. We decided, in common with many other local schools, to adopt the initiative to colour code individual children based on their attendance over the term. This is known as the RAG (Red, Amber, Green) scheme.

The colour codes are as follows:-

RED – Unacceptably low – 90% and below – The Educational Welfare Officer will monitor attendance and a meeting may be arranged. Surrey guidance suggests that an Early Help Assessment be completed to see if any additional support for the child or family is required.

AMBER – Cause for concern – 90.1% -94.9% - The school will monitor attendance

GREEN – Satisfactory – 95% - 97.4%

GREEN * - On target – 97.5-100%

In accordance with our attendance policy, colour coded letters are sent home with the children on a termly basis.

In the interests of the safety and security of the children we ask that parents telephone school on the first day of absence.

Parents should take careful note of the school term and holiday times as we ask that family holidays are taken within the school holiday periods. Time off of school, other than for illness, medical appointments or particular religious observances will only be authorised in very exceptional circumstances and parents who choose to take their children out of school for an unauthorised family holiday may be liable to a fixed penalty fine of £60 per child per parent. As a school we are unable to authorise absence for family holidays.

Food and Drink in School

The school has its own well equipped kitchen on site with meals freshly prepared and cooked every day by our school cook. The meals meet the food standards for schools and we have developed our menu to suit the palates of the children that we serve.

Since the introduction of Universal Free School Meals for all from September 2014, all children eat a cooked meal at lunchtime and we aim to meet all dietary needs – both medical and religious.

Milk is available to the children in school. We are able to offer this free to all children. The children are offered milk at the start of their mid morning playtime and again at lunchtime. A suitable alternative is provided for children with allergies.

Children are given fruit or vegetables to eat after playtime. Over the last year this has included apples, citrus, bananas, pears, carrots, strawberries, peas and baby cucumbers. This is part of an NHS initiative.

Water is available in school and we also ask that children bring plain drinking water. This should be in a see through container that does not need to be unscrewed to drink from. Water bottles are available from the school office priced at £1.45

Childcare

We have purpose built attached childcare facility. Our partners, Nurturing Childcare, provide childcare from 7.30am-6pm for 48 weeks a year. Childcare/ Nursery education on site is available for children aged 2+. Children attending St Paul's School can access the Breakfast Club from 7.30am and After School Club from 3-6pm. Care for School holiday time is also available. The company is registered with OfStEd and managed under their guidelines.

If you would like any further information on either daycare or pre-school sessions, please contact Tongham Daycare on 01252 350599 or via daycare@nurturingchildcare.co.uk

Behaviour and Discipline

In school we ensure good behaviour and discipline by following our policy for the management of behaviour. There are rules which children are expected to follow. This is supported by a very effective system of rewards. Our whole system is underpinned by a programme called "Family Links" (More information is available from <https://www.familylinks.org.uk/>)

School Uniform

The policy for school uniform was drawn up with the following principles in mind:

- health and safety;
- economy;
- practicality;
- sense of community;

We expect all of the children to wear uniform.

This uniform policy has been reviewed and updated in light of the COVID19 pandemic. It will be kept under regular review. In particular, the need for a separate PE kit has been removed.

Clothing

Grey or black skirt, pinafore, trousers, jogging bottoms or shorts

Red or white polo shirt

School sweatshirt or cardigan or plain red jumper or cardigan

Strong flat shoes or trainers (not laces, unless work for additional needs or unless a child can manage his/her own laces)

In the summer, red and white gingham may be worn.

Other

A clear plastic sports top water bottle

Blue, black or grey shorts

Hair

Hair that is of shoulder length or longer must be fully tied back in a pony-tail, bunches or plait.

Jewellery

For the safety of all, jewellery such as necklaces and bracelets should be kept for out-of-school use.

If a child has pierced ears, earrings should ideally also be kept for out-of-school use, however, parents may choose for their child to wear small stud earrings to school. Parents must appreciate that children are active at playtimes, during curriculum time throughout the school day as well as specific PE lessons. The Association for Physical Education (afPE) strongly recommends the practice of removing all personal effects at the commencement of every lesson to establish a safe working environment and this is certainly something that will be expected for certain lessons and as the children move on into Junior and Secondary schools and/or as they join clubs and start to compete. This recommendation is made on the basis of safety/preventing injury, for example, a piercing could enter the bone behind the ear should an unintentional blow be received from someone or some item of equipment, such as a ball

Parents should consider the risks before choosing to send their child into school wearing small stud earrings. It is good practice for earrings to be removed at least for PE lessons and many parents will choose not to send their child into school on PE days. Where a child is mature enough to remove their own pierced earrings and put them back they will be encouraged to do so.

If a child wears a time-telling or a fitness watch, it should be clearly named on the reverse or on the strap. It is expected that it is for the purpose of telling the time or measuring fitness. If a child is wasting valuable school time playing with a watch, the class teacher will take it from the child and return it to the parent at the end of the day.

All clothing and footwear must be named.

Collective Worship

Every morning we have an Assembly, which includes the required daily Act of Worship based around a themed structured programme based around the Christian Values, for example, courage, forgiveness, respect. We also include elements and stories from other World Religions to further enable the cultural development of the children. We welcome the local vicar, the Rev'd Claire Holt, to lead assembly once or twice a week. Assemblies have appropriate songs, prayers and a time for reflection. Any parent has the right to ask that their child does not attend collective worship.

Safeguarding/ Child Protection

We recognise our legal duty to protect children from harm. St Paul's is committed to safeguarding and promoting the welfare of children.

We have a policy and procedures in place. All staff and volunteers undertake induction and regular update training to ensure that they are aware of these procedures. The policy is available on our website and parents and carers are welcome to request a paper copy.

To safeguard children, all staff undergo a series of checks including a criminal record check to ensure that they are suitable to work with children.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Our Designated Safeguarding Lead (DSL) is Mrs Sue Brown and Mrs Nicky Laxton and Mrs Jenny McGregor are Deputy Designated Safeguarding Leads.

Pupil Attainment and Progress

The attainment and progress of every individual child at St. Paul's is carefully tracked and monitored to try to ensure that all children achieve their very best. Parents are provided with written reports and/or parent meetings every term.

The Curriculum

The curriculum is all that we do in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum and the Foundation stage, but also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Schools have flexibility about how they organise their teaching. Our curriculum is in keeping with the frameworks of the Foundation Stage and The National Curriculum. These frameworks leave scope for teachers to use their professional expertise to adjust teaching approaches and the selection of materials suited to the needs the children they are teaching.

As a school we pride ourselves in ensuring that we offer the best possible learning experiences for the children.

We aim to teach through a topic-based approach where elements of each subject are linked together. Every area that we teach includes development of children's skills, knowledge and understanding and is underpinned by our core values – compassion, courage and community.

We work in partnership with parents and parents are provided with an outline of what their children will be learning, along with some details of how they can support the work at home.

Visits and Visitors

We recognise the importance of varied opportunities and life experiences and so make good use of visits out of school both using the local area and further afield and also visitors into school to support and enhance the childrens' learning and we look forward to a post pandemic time when we can restart all of these opportunities.

The teachers plan a range of activities with great care to give the children the opportunity to see things that they are studying in their classrooms at first hand. Now that Covid19 restrictions have lessened, we hope to bring back visits and visitors, for example, visiting theatre groups and visits to the village and further afield to places such as Birdworld, Aldershot Military Museum, Witley Common and the Milestones Museum.

Day visits and the costs of some visitors to school are funded either partly or wholly from parental voluntary contributions. In common with other schools, we cannot undertake these activities without asking for voluntary contributions to cover costs. Without sufficient funding the visits could not take place.

Reception Class

In line with other schools, the children in the Reception class at St Paul's follow a curriculum designed to complete the Foundation Stage where the earlier stages of the foundation stage will most likely have been followed in a nursery or early years setting.

Work is carefully planned to meet the prime and specific areas of the curriculum.

Prime Areas

- Communication and Language
- Physical Development
- Personal, social and emotional development

Specific Areas

- Literacy
- Mathematics
- Understanding of the world
- Expressive Arts and Design

In the Reception Class, a mix of learning happens both inside the classroom and outside in our purpose built early years outside learning area. There is also a mix of activities where the children choose an activity and where they are directed to take part in an activity by a teacher. (Self chosen and Adult Directed activities) All areas are taught through an integrated topic approach.

English at Key Stage 1 (Years 1 and 2) Language and Literacy/Communication and Language (Year R)

During the course of a week, work covers all areas of English. That is, Speaking and Listening, Reading, Writing, Handwriting and Spelling.

Reading

We aim to stimulate an enthusiasm and enjoyment of books and reading as well as developing the children's reading ability.

We use a variety of approaches and resources to teach reading although our first teaching of reading is phonics based and word recognition. We use the monster phonics scheme for this area of learning.

Reading good quality books to the children to develop their vocabulary and love of books goes alongside our rigorous phonics teaching. We encourage the children to borrow from our library and also to take other books home as often as possible. Home is an ideal place for children to experience a wide variety of books.

Writing

Writing skills are encouraged from the earliest stages and we recognise the value of children's early mark making as an important developmental stage in the writing process. We aim to help the children to become avid writers, creating stories, poems and accounts for their own and others' enjoyment. Written work varies from dictation to recording information and observations, to imaginative work. The basic skills of spelling and grammar are taught both through regular use in the children's work and also during the specified literacy session.

Spelling

Good spelling and the correct use of punctuation and grammar are important in written work. The children are taught a variety of spelling strategies. From the very early stages, children are encouraged to attempt to spell words, at first using their early phonic knowledge and then beginning to apply their known sight vocabulary and knowledge of spelling rules.

Handwriting

Children are taught correct pencil grip, positioning and letter formation through regular handwriting sessions. It is expected that by the end of Year 2 all children will have a fully joined cursive style.

Mathematics

Mathematics takes place on a daily basis. We aim to make maths fun. During these sessions, there is an emphasis on mental calculations and practical work. Work in the class is also supported with home learning tasks. We also use an individualised computerised system in school – EasiMaths - which enables the children to practice previously taught skills.

Computing

All children at school have the opportunity to work with computers and develop their skills in this important and fast developing area. Each classroom has a small network of computers, tablets, an interactive whiteboard and access to the internet.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Science

The principal focus of science teaching at St Paul's is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They are encouraged to be curious and ask questions about what they notice, and are helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information.

Children begin to use simple scientific language to talk about what they have found out and communicate their ideas. They learn to read and spell scientific vocabulary.

Most of the learning about science is through the use of first-hand practical experiences, plus some use of appropriate secondary sources, such as books, photographs and videos.

Elements of Science are taught during the Reception Year. The activities will include activities such as exploring the 5 senses and exploring wheeled vehicles travelling down ramps.

History

Children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They learn to ask and answer historical questions.

At St Paul's, children are taught about:

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally [The Great Fire of London, the first aeroplane flight]
- The lives of significant individuals in the past who have contributed to national and international achievements. [Florence Nightingale]
- Significant historical events, people and places in their own locality[Samuel Cody]

Geography

Children learn about the world, the United Kingdom and their locality. They learn and use basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Children are taught to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Art and Design

All children take part in activities to develop basic skills, using a wide range of materials whilst giving them opportunities to experiment and enjoy creativity. We also encourage the children to appreciate the work of others from different times and different cultures.

Throughout school, the children will have opportunities to work with a variety of tools and materials. As the children gain experience they will be taught new techniques.

Design and Technology

Through a variety of creative and practical activities, children are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Children are taught basic cooking and nutrition as part of this area of study.

Music

We believe that Music is a subject in which all children can participate and can experience success. We aim for children to enjoy their music making.

Children are taught to

- perform, listen to, review and evaluate music
- to sing and to use their voices, to create and compose music on their own and with others
- understand and explore how music is created, produced and communicated

All children are encouraged to participate in productions, such as at Harvest, Christmas and Easter.

Personal, Social and Health Education (including sex education)

Through work in this area we aim that children will develop their self-esteem as well as gaining the skills, knowledge, values and understanding to cope successfully with their present and future lives.

Much of our work in this area is based around the Family Links programme which underpins our school ethos and forms much of the curriculum for this area. Circle time forms an important part of work in this area.

Physical Education/Physical Development

We aim to provide physical education to inspire all children to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for children to become physically confident in a way which supports their health and fitness.

We know that opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Physical activities are an important part of the life of our school. They are especially important during the early years where children are still developing physically at a very rapid pace. Indeed we know that physical development has an enormous impact upon overall attainment and achievement.

Each class has three P.E. sessions per week, covering the areas of gymnastics, games and dance. We have a well equipped hall used for P.E. We use the field as much as possible during fine weather and we also make use of the PE playground at the edge of the field.

We believe in competition and so as well as our own Sports Day, our older children often take part in local competitions against other schools.

Religious Education/Knowledge and Understanding of the World

The children follow the County syllabus for R.E. We promote a broad approach to this subject. The themes are mainly of a Christian nature but the children are also introduced to the religions of Judaism and Islam. Parents have a right to withdraw children from all or part of the R.E. provision.

Gifted, Talented and Able Children

We aim to help all children succeed and so assessment underpins everything we do. As with all children, those identified as particularly able or indeed gifted or talented are carefully tracked and supported to do their very best.

Responding to Parents' Concerns and Questions

From time to time parents will have a query or concern about an aspect of their child's schooling. The first thing any parent should do is speak to their child's class teacher. At St. Paul's, we follow the county policy with a staged approach to dealing with concerns.

Children with Additional or Special Educational Needs or Disability

We have robust policies for Special Educational Needs, Disability and Equality to ensure that no child is treated less favourably than other pupils. Mrs Sue Brown leads on this area.

Children having difficulties with either their learning or behaviour have additional or different provision to meet their needs. It is important to work in partnership with parents and we always discuss with parents any advice being sought and help being suggested.

Children with Disabilities

We pride ourselves in our inclusive provision and welcome applications from parents of all children, with or without disabilities. Our school is single storey and all exits have ramps, many also have hand rails. We have an accessible child's toilet. The majority of the school is carpeted ensuring low background noise levels.

Home Learning

We encourage parents to be actively involved in their child's education and learning and hope that parents will support us by supporting their children at home. We believe that learning should be a pleasurable and successful experience and we are always glad to explain our methods and answer any questions.

Admissions Policy

Surrey Education Committee policy on admissions to Infant Schools at the present time is that children should enter school at the beginning of the school year in which they are five.

The Governors of St Paul's school have decided to offer admission to school in the following way, Children with birthdays between September 1st 2017 and August 31st 2018 will be considered for full or part time admission from September 2022.

Prior to the children starting school, the head teacher consults with parents, enabling them to reach a decision as to whether they would like their child(ren) to start school on a full or part time basis. In making this decision, parents are urged to consider the demands of the school day(both physical and emotional).

Prospective parents were most welcome to visit the school and see the school during the school day.

The school has a published admission number of 30. In the event of the number of applications exceeding this number, the Surrey county council criteria are applied.

The admission process

As a Surrey school we are bound by the Surrey Co-ordinated Admissions scheme which is outlined below:

The process begins with the distribution of the Surrey admissions information in Autumn 2022. The information will be available in all Surrey Primary schools and also through Surrey's Contact Centre (0845 6009 009) which answers general admission enquiries for the local authority. The information will also be available on the Surrey County Council website www.surreycc.gov.uk/admissions.

All parents applying for a place in a Surrey Primary school must complete either a paper application form or an on-line form relevant to the local authority where they live. (Parents living in Hampshire can apply for a Surrey school but the application is made via Hampshire) The application process invites parents to rank their four preferences in order of priority.

It is very easy to apply online and all online applications receive an email confirmation. If you prefer to use a paper application form, this should be completed and returned to the Local Authority. The closing date for all applications (either paper or on-line) is **15th January 2022**.

The local authority then assess the level of preferences for each allocation and first class post offers and e-mail notification is sent on the evening of 19th April 2022.

Further information on late applications, changes, appeals and waiting lists is available on the Surrey County Council website or advice can be sought from the contact centre on 0845 6009 009

Parental Involvement in School

We look forward to welcoming your family to our school. We hope that your child(ren) will flourish in an environment that is caring, lively, interesting and happy and that he/she will feel secure. We hope school and home will work together to create the foundation for lifelong learning.

We hope that you will encourage your children by showing an interest in our activities and supporting the school in any way you can.

The Friends of St. Paul's

This association was founded by parents to help the school in any way possible. It is a fund-raising association as well as a means of communicating between school and parents. Over the years the support it has given the school has been invaluable and we appreciate the help it provides. Much of the equipment used by the children i.e. large play equipment, the iPads, the PE equipment and the staging has all been bought with money raised by the Friends.

We hope that parents will support the events held by the association and may even feel that they could become involved by becoming a committee member.

West Surrey Foundation

St Paul's C/E Infant School, Tongham is part of the West Surrey Foundation of schools where local schools (Ash Grange Primary, St Pauls C/E Infant School, Tongham, Shawfield Primary, Walsh C/E Junior and Walsh Memorial C/E Infant) work together to provide Educational Excellence.

The Governing Body

The government requires that each school has a governing body. The governing body works in partnership with the headteacher, staff, parents and the local authority to raise standards and achievement in the school. The main functions of the governing body are to:

- Provide a **Strategic View**
- Act as a **Critical Friend**
- Ensure **Accountability**

The Governing Body at St Paul's consists of eleven members.

2 x Foundation Members – Rev'd Claire Holt & Mrs Karen Lambert

1 x Local Authority nominee – Mrs Claire Yeates

3 x Parent Governors - Miss Louise Kennedy, Mrs Becci Barnes, 1 x Vacancy

1 x Staff Governor - Mrs Jenny McGregor

1 x Headteacher Governor – Mrs Sue Brown

3 x Co-opted Governors - Mrs Katy Wright, Mr Matthew Maclachlan, Mr Steven Stewart-Farmer

School Staff

Headteacher: Mrs Sue Brown

Teachers: Miss Sally Avery, Mrs Caroline James, Mrs Nicky Laxton, Mrs Jenny McGregor

School Business Manager: Mrs Sue Baker

School Administrator: Mrs Helen Holdaway

Teaching Assistants: Mrs Rachel Danks, Mrs Michelle Ferguson, Mrs Sarah Jones, Miss Jess Scanlon, Mrs Sarah Sheridan

Cook: Mrs Cherie Legard

Kitchen and Premises Assistants: Mr Ian Bell, Mrs Linda Chuter